The Reid Technique of Interviewing and Interrogation

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The Original

John E. Reid and Associates began developing interview and interrogation techniques in 1947. The Reid Technique of Interviewing and Interrogation is now the most widely used approach to question subjects in the world. The content of our instructional material has continued to develop and change over the years. John E. Reid and Associates is the only organization that can teach the current version of our training program on The Reid Technique of Interviewing and Interrogation.

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Some of our clients include ....

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U. S. Supreme Court Recognition – In June 2004 in the case of Missouri v. Seibert, the United State Supreme Court referenced our company and our book, Criminal Interrogation and Confessions, as examples of law enforcement resources that offered proper training. In 1994 the United States Supreme Court referenced our textbook, Criminal Interrogation and Confessions, in making their decision in the case Stansbury v. California. Courts throughout the country have recognized The Reid Technique as the leading interview and interrogation approach used today in both the law enforcement and business communities (see our web page for details).

99% of Reid Technique Confessions Admitted – in a recent survey of Minnesota and Alaska law enforcement investigators trained by John E. Reid and Associates, 3,153 (99.4%) of their 3,162 confessions were admitted by the courts.

The acknowledged leader in the field – “When asked which vendors they rely on most for building their own skills and that of staff, a whopping 80% of security pros cited John E. Reid and Associates.” (IOMA Security Director’s Report)

Satisfaction – Not only do we guarantee satisfaction with our services and training programs, but also because of the continued high quality of instruction, hundreds of organizations require that all new staff members attend one of our training programs. Here is a measure of the success students have with The Reid Technique:

- 95% of the respondents to a survey of 2,000 Reid students reported that using The Reid technique helped them to improve their confession rate
- The majority of the respondents said they increased their confession rate by more than 25%; almost a quarter of the respondents said they increased their confession rate as much as 50%
- 97% of the respondents reported that using The Reid Technique increased their case resolution rates
- 100% of the respondents reported that they thought the benefits they received attending The Reid technique seminar was worth the investment they made to attend the program

International Recognition – Our firm has been awarded contracts for training from NATO; the Bavarian and Berlin Law Enforcement communities in Germany; and have conducted training programs in Bosnia-Herzegovina; the Czech Republic; United Arab Emirates; Singapore; Japan; Mexico; Canada; Belgium; and, South Korea. Our training manual has been translated into both Spanish and German.

REID PRODUCTS

Visit our website at www.reid.com for information on our training products – books, DVDs, Online training, Audio downloads and our training schedule for locations and dates.
THE REID TECHNIQUE OF INTERVIEWING and INTERROGATION

I. INTRODUCTION

A. History of Material

* Founded in 1947
* Original research initiated over 50 years ago
* Training programs since 1974

B. Program Content

**Behavior Symptom Analysis** – *The verbal and nonverbal behavioral characteristics that distinguish a truthful person from one who is withholding or fabricating relevant information*

**The Behavior Analysis Interview** – *The structure for the interview that is designed to elicit both factual and behavioral information so as to suggest investigative direction*

**The Reid Nine Steps of Interrogation** – *The interrogation process that is designed to obtain an admission of guilt*

C. Distinction between an Interview and an Interrogation

**Characteristics of an Interview**

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Interview Goals:

*Develop Investigative Information*: The subject’s version of events
The details of the event – who, what, when, where, why and how questions
Independent sources to corroborate the story/facts
Possible motives and opportunity to commit the crime

*Develop Behavioral Information*: Based on the verbal and nonverbal channels of communication assess whether or not the subject’s behavior symptoms fit the “profile” of a truthful or deceptive individual

*Characteristics of an Interrogation*

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D. Always try to conduct a non-accusatory interview prior to any interrogation. The purpose for doing so is to develop rapport with the subject; assess their general attitude and demeanor; give them an opportunity to tell their story; and, develop insight into possible interrogational approaches.

E. The Interview Room

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E. Seating Arrangement
II. **BEHAVIOR SYMPTOM ANALYSIS**

A. The verbal and nonverbal aspects of behavior which are symptomatic of the truthfulness of a suspect, victim, or witness.

1. Verbal - 

2. Nonverbal - 

B. General Principles of Behavior Symptom Analysis

1. Nonverbal behavior can be more reliable than verbal.

2. Nonverbal behavior is responsible for more than half of total communication.

3. Nonverbal behavior will either support and enhance the credibility of an answer, or suggest discomfort and possible deception, indicating the need for follow-up questions.

4. The behavior of the interviewer can influence the suspect’s behavior. (mirroring)

5. Behavior symptoms become more revealing as anxiety increases.
Behavior Symptom Analysis

C. Factors Which May Influence the Reliability of the Behavior Symptoms Displayed by the Suspect

1. Importance of the issue to the suspect and society

2. Level of social responsibility

3. Control over the environment (Setting and Proxemics)

X

A is the _______ zone, extending out about _______
B is the _______ zone, extending from _____ to _____
C is the _______ zone, extending from _____ to _____
D is the _______ zone, extending from _____ to _____

4. Mental capacity

5. Emotional and psychological stability

6. Maturity

7. Culture

8. Physical condition

D. Rules for the Evaluation of Behavior Symptoms

- Establish the subject’s normal behavioral pattern and then look for changes from same

- Evaluate nonverbal behavior for TIMING and CONSISTENCY

- Evaluate the overall behavioral pattern – behavioral clusters – not single observations

- Always evaluate behavior symptoms in conjunction with the case evidence and facts
Behavior Symptom Analysis

E. Tabulation Sheet for Areas of Behavioral Assessment

<table>
<thead>
<tr>
<th></th>
<th>Truthful</th>
<th>Questionable</th>
<th>Deceptive</th>
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<tbody>
<tr>
<td>Attitude:</td>
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<tr>
<td>Posture:</td>
<td></td>
<td></td>
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<tr>
<td>Significant Posture Changes:</td>
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<td>Illustrators:</td>
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<td>Gestures:</td>
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<td>Eye Contact:</td>
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<td>Verbal Content:</td>
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F. Behavioral Attitudes Common to Both Truthful and Deceptive

NERVOUS      FEARFUL      ANGRY      QUIET

G. Description of the Truthful and Deceptive Suspects

ATTITUDES

TRUTHFUL

DECEPTIVE

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Behavior Symptom Analysis

**POSTURE**

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**SIGNIFICANT POSTURE CHANGES**

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<tr>
<th>TRUTHFUL</th>
<th>DECEPTIVE</th>
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<tr>
<td>• Truthful subjects usually do not engage in SPC when they answer key questions (positive)</td>
<td>Deceptive subjects oftentimes do engage in SPC when they answer key questions (negative)</td>
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**ILLUSTRATORS**

Illustrators refer to when person uses their hands to illustrate, demonstrate or emphasize their response.

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<th>DECEPTIVE</th>
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<tr>
<td>• Truthful subjects use illustrators when they describe events or physical illustrators</td>
<td>Deceptive subject’s are oftentimes more restricted in their use of activities</td>
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Behavior Symptom Analysis

GESTURES

There are three general categories of Gestures – Grooming; Protective; and, Supportive. For the most part, gestures refer to when a person’s hand comes in contact with themselves.

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<th>DECEPTIVE</th>
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<td>engage in the use of gestures when</td>
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<tr>
<td>when they answer key questions</td>
<td>they answer key questions</td>
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Examples:

EYE CONTACT

Normal eye contact between two people talking to each other who don’t know each other is about ________ % of the time.

Basic Principle:

NLP:
**Verbal Behavior Principles - The Underlying Principle**

- A deceptive subject, if given a choice, will usually choose to reduce anxiety within their response.
- Therefore, they *oftentimes will try to lie by omission or evasion*; whereas responses from the truthful person seem to invite anxiety.

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**Evaluating Verbal Responses**

- Does the subject’s response provide a definitive answer to your question?
- Never assume what you think a subject intended to tell you or what you think the subject probably meant to say.
Behavior Symptom Analysis

VERBAL BEHAVIOR SYMPTOMS

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<th>DECEPTIVE</th>
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## Truthful Individual

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<tr>
<th>ATTITUDE</th>
<th>NON-VERBAL</th>
<th>VERBAL</th>
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<tr>
<td>Composed</td>
<td>Smooth Posture changes</td>
<td>Reasonable answers</td>
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<tr>
<td>Concerned</td>
<td>Open gestures, good eye to eye</td>
<td>Smooth tone of voice &amp; speech</td>
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<tr>
<td>Cooperative</td>
<td>Maintains frontal alignment</td>
<td>Complete &amp; clear answers</td>
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<tr>
<td>Direct and Spontaneous</td>
<td>Leans forward</td>
<td>Uses realistic words</td>
</tr>
<tr>
<td>Sincere</td>
<td>Open palms</td>
<td>Volunteers information</td>
</tr>
<tr>
<td>Open</td>
<td>Upright, open, casual</td>
<td>No long delays</td>
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<tr>
<td></td>
<td></td>
<td>Direct, credible responses</td>
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II. THE BEHAVIORAL ANALYSIS INTERVIEW

A. Interview Segments:

Non-Threatening Questions

- Biographical Information
- Employment Information
- Casual Conversation

Investigative Questions

- Allow the subject to tell their story
- Ask questions to clarify details of the story
- Ask direct questions to develop additional information not addressed in the initial story or in the clarification questions
- Develop information to ascertain motive and opportunity

Behavior Provoking Questions

- PUNISHMENT
- THINK
- SECOND CHANCE
INVESTIGATION RESULTS
BAIT

B. Research on Behavior Provoking Questions

**Research on Behavior Provoking Questions**

- NSA Study published in May, 1994 in The Journal of Forensic Sciences
- The video taped interviews of 60 subjects - 30 truthful and 30 deceptive - were edited so that only 15 behavior provoking questions/answers were shown.
- Reviewers were _____ accurate in identifying who was truthful/deceptive

*Behavior Analysis Interview*

**PUNISHMENT**

"Jim, what do you think should happen to the person who (issue)?" or "What do you think should happen to the kind of person that would (issue)?"

Principle: Truthful subjects usually offer an appropriately strong punishment.

Truthful:

Deceptive:
**THINK**

“Jim, did you ever think about (issue) even though you didn’t go through with it?”

Principle: Truthful subjects tend to offer direct denials, particularly as the seriousness of the issue escalates

Truthful: 

Deceptive: 

**SECOND CHANCE**

“Jim, do you think that the person who did this (or the kind of person that would do something like this) should be given a second chance?”

Principle: Truthful subjects usually reject the idea of leniency – no second chance.

Truthful: 

Deceptive: 

Behavior Analysis Interview
INVESTIGATION RESULTS

“Jim, how do you think that this investigation will come out on you?”

Principle: Truthful subjects usually express confidence that the investigation will exonerate them.

Truthful:

Deceptive:

Behavior Analysis Interview

BAIT

In asking the Bait question, the interviewer implies the possibility of developing incriminating evidence, and asks the subject how he would explain such evidence.

“Jim, is there any reason..............?”
“Now, I’m not saying that you did this but .......”

Principle: Truthful subjects usually spontaneously reject the implication of the bait question.

Truthful:

Deceptive:
Sources for the Bait Question:

Nine Steps of Interrogation

THE REID NINE STEPS OF INTERROGATION

Step One: **DIRECT POSITIVE CONFRONTATION**

A. "I have in this file the results of our investigation into the (issue). The results of the investigation clearly indicate that you are the person who (issue)".

B. Behavioral pause to assess the verbal and nonverbal reaction.

C. Transition - "I want to sit down and spend some time with you to see if we can get this thing straightened out. Here is what I think that we are looking at..."

Sit down
Alternative Confrontation Statements

“Jim, the results of our investigation indicate that _______________________
__________________________________________________________________

or, the results of our investigation indicate that _______________________
__________________________________________________________________

(When multiple subjects have been interviewed, an alternative confrontation statement that may be appropriate is:

“Jim, as you know I’ve interviewed everyone in the area and ______________
_________________________________________________________________

Step Two: THEME DEVELOPMENT

A. In a monologue the interrogator proposes to the suspect reasons and motives that will serve to psychologically justify or excuse the suspect's criminal behavior.

B. General Rule: attempt to place the blame for what the suspect did on some person or set of circumstances other than the suspect himself.

C. The theme is developed as to why the suspect committed the act, not if he committed the act.

Nine Steps of Interrogation

D. Theme statements:

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Step Three: **HANDLING DENIALS**

A. Many deceptive suspects introduce their denials with permission phrases:

"Can I say one thing?"
"Just let me explain..."
"But sir...".

B. The interrogator, using verbal statements and non-verbal gestures, interjects before the words "I didn't do it" are voiced.

C. Use first names and command phrases, such as:

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Combine with physical gestures:

D. Truthful suspects usually do not ask to talk, and they do not move beyond step three - their denials strengthen

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*Nine Steps of Interrogation*

Step Four: **OVERCOMING OBJECTIONS**

A. An objection is a statement or reason that is offered to allegedly prove that an accusation is false: "I don't need any money – I’ve got plenty of money" in the bank.” Normally offered by only the guilty.

B. Introductory phrases are used to indicate an objection: "That's impossible"; "That's ridiculous"; "I couldn't have done that".

C. When the objection follows, use statement of agreement or understanding, and discuss how bad it would be if the objection was not true.
D. Sample Dialogue:

S: “I would never do something like that.” (Introductory phrase)
I: “Why is that Jim?” (Draw out objection)
S: “I don’t need money; I have plenty of money in the bank.” (Objection)
I: “I hope that’s true Jim, because then that tells me that this was a spur of the moment thing where maybe you needed some money right away and it was left out when it shouldn’t have been and you gave into temptation.” (Positive discussion indicating that if the objection was true then that speaks favorably for the subject)

“On the other hand Jim, if you didn’t have any money then that tells me that you were looking for an opportunity to do something like this and that it was probably planned out.” (Negative discussion indicating that if the objection was not true then it speaks poorly for the subject)

“But Jim, I don’t think that you planned this thing out.”

Step Five: PROCUREMENT AND RETENTION OF SUSPECT'S ATTENTION

A. The suspect is on the defensive, may withdraw and focus his thoughts on punishment.

B. Interrogator attempts to regain the suspect's attention by intensifying the theme and by establishing physical closeness.

C. Physical gestures of sincerity are used to establish attitude of understanding.

Nine Steps of Interrogation

Step Six: HANDLING SUSPECT'S PASSIVE MOOD

A. The suspect is becoming less tense, appears defeated, is listening to your theme and may begin to cry.

Handling tears:

B. Intensify the theme and brief it down to one or two sentences, underlying the essential elements.

C. Begin introducing the components of the alternative question while remaining in close physical proximity.

Step Seven: PRESENTING AN ALTERNATIVE QUESTION
A. The alternative consists of a question in which the suspect is offered two incriminating choices concerning some aspect of the crime - based on an assumption of guilt.

B. The alternative should contrast an desirable action (good reason) with an undesirable action (bad reason).

C. The alternative should be followed by a supporting statement in which the interrogator tells the subject that he thinks it was done for the good reason.

D. Examples:
   
   
   
   
   

Step Eight: **HAVING SUSPECT RELATE THE VARIOUS DETAILS OF THE OFFENSE**

A. Following acceptance of an alternative, use a statement of reinforcement: "Joe, I was sure that that was the case all along".

B. Use open ended questions to obtain details of the offense.

C. Obtain corroboration - facts that only the guilty would know.

*Nine Steps of Interrogation*

Step Nine: **CONVERTING AN ORAL CONFESSION INTO A WRITTEN CONFESSION**

A. Use third party to witness the oral confession.

B. Forms of written confession: written by suspect, written by interrogator, recorded, taken down by stenographer.

C. Establish the voluntariness of the statement